



The Impact of Leadership Style, Organizational Climate, Motivation, and Culture on Teachers' Performance

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ABSTRACT

Purpose — This study aims to analyze the effect of leadership style, organizational climate, motivation, and organizational culture on teachers' performance at SMA Negeri 1 Basa Ampek Balai.

Method — A quantitative research design was employed using a survey of 50 teachers. Data were analyzed using multiple linear regression with IBM SPSS 26, including classical assumption tests and hypothesis testing.

Results — The findings reveal that leadership style, organizational climate, motivation, and organizational culture each have a positive and significant effect on teachers' performance ($p < 0.05$). Simultaneously, all variables significantly influence performance, with a coefficient of determination (R^2) of 0.717. Organizational culture is identified as the most dominant factor.

Implications — The study highlights the importance of strengthening leadership practices, fostering a supportive organizational climate, enhancing teacher motivation, and developing a strong organizational culture to improve performance. These findings provide practical insights for school management and contribute to educational management literature, particularly in regional public high school contexts..

INTRODUCTION

Education is a conscious and systematic effort to prepare learners through guidance, instruction, and training so that they are able to perform their roles effectively in the future (Law of the Republic of Indonesia No. 20 of 2003 on the National Education System). Among the various components of education, teachers occupy a highly strategic and essential position in determining the quality of graduates. Teachers are not merely transmitters of knowledge but also educators who instill values, shape character, and guide students throughout the learning process. Therefore, teachers are required to perform their professional roles comprehensively across cognitive, affective, and psychomotor domains. The availability of an adequate number of qualified teachers and the professionalism they demonstrate directly affect the effectiveness of the learning process. Ultimately, this condition contributes to the overall improvement of educational quality in response to increasingly complex and dynamic societal demands. To ensure teacher professionalism, the Indonesian government has established explicit standards through Law No. 14 of 2005 on Teachers and Lecturers. Article 8 stipulates that teachers must possess appropriate academic qualifications, pedagogical, personal, social, and professional competencies, teaching certification, physical and mental health, and the ability to realize national education goals. These requirements represent minimum standards to ensure that teachers can perform their duties optimally as professionals.

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However, empirical conditions indicate that some teachers have not fully met these standards, either in terms of qualifications or competencies. This situation presents a significant challenge to improving educational quality, as limitations in teacher professionalism may directly affect instructional effectiveness and the achievement of expected learning outcomes (Gibson et al., 2021). Professional teachers are characterized not only by mastery of subject matter and pedagogical skills but also by their ability to manage themselves, demonstrate integrity, and respond adaptively to organizational demands (Edison et al., 2021). According to Lockwood (2021), professional educators are expected to provide high-quality educational services, respond to contemporary challenges, and contribute meaningfully to the achievement of national education objectives. Teacher performance represents a concrete manifestation of professionalism. It reflects teachers' effectiveness in planning, implementing, and evaluating learning activities while maintaining discipline, commitment, and a strong work ethic (Sutrisno, 2023). High teacher performance is a critical determinant of school success, as it influences both the quality of the learning process and student achievement. Conversely, low performance can hinder the realization of quality education.

In practice, various problems related to teacher performance are still frequently found in schools. These problems arise from internal factors, such as motivation, commitment, and competence, as well as external factors, including leadership style, organizational climate, and organizational culture. Such conditions are also observed at SMA Negeri 1 Basa Ampek Balai, where teacher performance indicators over the past three years (2022 - 2024) have shown gradual improvement but have consistently failed to reach the established targets. The lowest achievement is observed in instructional quality, indicating that teacher performance remains suboptimal. This phenomenon suggests the presence of fundamental organizational issues influencing teacher performance. Leadership effectiveness plays a crucial role in shaping organizational conditions that support employee performance. Effective leaders are not only those who possess formal authority but also those who demonstrate moral integrity, serve as role models, build trust, and motivate subordinates to achieve organizational goals. Leadership effectiveness is contextual and depends on leader-member relations, positional power, and task structure (Thoah, 2019). Ineffective leadership may damage the psychological climate, reduce motivation, and negatively affect performance (Sedarmayanti, 2021). In addition to leadership, organizational culture and organizational climate significantly influence employee behavior. Organizational culture represents a shared system of values, norms, and beliefs that guide members' behavior and foster organizational identity and commitment (Arman et al., 2022). A positive culture encourages discipline, responsibility, and collaboration, which ultimately enhances performance. Meanwhile, organizational climate reflects employees' perceptions of their work environment and plays an important role in shaping motivation and job satisfaction. Work motivation is another critical factor influencing teacher performance. Motivation may originate from internal factors—such as work ethic, competence, and personal commitment as well as external factors, including leadership practices, reward systems, training opportunities, work facilities, and organizational support. Well-developed motivation creates a supportive work environment and encourages optimal performance.

Previous studies have examined the effects of leadership style, organizational culture, organizational climate, and motivation on employee or teacher performance. However, most studies have investigated these variables separately or partially. Research that examines these factors simultaneously, particularly in the context of senior high schools with specific local characteristics, remains limited. Therefore, this study aims to fill this gap by examining the simultaneous influence of leadership style, organizational climate, organizational culture, and work motivation on teacher performance at SMA Negeri 1 Basa Ampek Balai. The novelty of this study lies in its integrative approach, which analyzes multidimensional organizational factors concurrently and identifies the most dominant variables influencing teacher performance. This study is expected to contribute theoretically to the field of educational management and organizational behavior and provide practical insights for school leaders and policymakers in designing evidence-based strategies to improve teacher performance in accordance with local school characteristics.

LITERATURE REVIEW

Leadership Style

Leadership style refers to the characteristic behaviors, strategies, and approaches that leaders employ to influence, guide, and motivate subordinates toward achieving organizational objectives. Effective leadership is context-dependent, meaning that no single leadership approach is universally effective; instead, leaders must adapt their style to the organizational environment, employee characteristics, task complexity, and situational demands (Northouse, 2021). Two widely studied leadership approaches in organizational research are transformational and transactional leadership. Transformational leaders inspire and motivate followers by articulating a compelling vision, fostering innovation, and attending to individual development needs. They encourage creativity, provide intellectual stimulation, and strengthen followers' commitment to organizational goals. Transactional leaders, on the other hand, emphasize structured supervision, clear expectations, and performance-based rewards or corrective measures. Both styles can be effective, but their impact depends on the specific context and readiness of subordinates (Bass & Riggio, 2018).

In educational settings, leadership style significantly affects teachers' professional attitudes, motivation, and performance. Principals or school leaders who demonstrate transformational leadership behaviors such as providing vision, offering guidance, recognizing achievements, and supporting teacher development tend to foster higher job satisfaction, stronger commitment, and greater instructional effectiveness among teachers (Lockwood, 2021). Conversely, leadership styles that rely solely on authority, control, or rigid hierarchy may lead to lower morale, decreased motivation, and reduced collaboration among teachers. The relationship between leadership style and organizational outcomes can also be explained through several theoretical perspectives. Path-goal theory suggests that effective leaders clarify the path to achieving goals, remove obstacles, and provide appropriate rewards, which increases subordinates' motivation and performance (Robbins & Judge, 2017). Similarly, contingency theories argue that leaders must adjust their approach according to situational factors, such as employee competence, task structure, and organizational culture, to maximize effectiveness (Thoha, 2019).

Empirical evidence highlights that leadership style indirectly and directly affects employee performance by shaping organizational climate, enhancing motivation, and promoting a positive culture. Studies in educational contexts show that principals who adopt participative, supportive, and transformational leadership approaches enhance teachers' professional behavior, collaboration, and overall performance outcomes (Siahaan et al., 2021). Therefore, selecting and adapting the appropriate leadership style is critical for achieving sustainable improvements in teacher performance and organizational effectiveness.

Organizational Climate

Organizational climate refers to the collective perceptions and attitudes of employees regarding the policies, practices, and procedures implemented within an organization. It represents how individuals interpret and experience their work environment, including the behavioral expectations, norms, and rewards that shape day-to-day activities (Schneider et al., 2017). A positive organizational climate promotes trust, fairness, open communication, collaboration, and psychological safety, which together foster a work environment where employees feel valued, supported, and motivated to achieve organizational goals. In the context of educational institutions, organizational climate is a critical determinant of teachers' performance, job satisfaction, and overall professional engagement. Teachers who perceive their work environment as supportive and fair are more likely to demonstrate commitment, maintain high teaching standards, and engage in continuous professional development. Conversely, a negative climate characterized by excessive bureaucracy, poor communication, lack of support, or unclear expectations can lead to decreased motivation, lower job satisfaction, and reduced instructional effectiveness (Edison et al., 2021; Thoha, 2019).

Several theoretical perspectives explain the importance of organizational climate in shaping employee behavior. For example, Lewin's field theory emphasizes that behavior is a function of both the individual and the environment. Employees' perceptions of their organizational context influence their attitudes, motivation, and performance. Similarly, the social exchange theory posits that when employees perceive fairness, support, and recognition in the organizational climate, they are more likely to reciprocate with higher effort, cooperation, and loyalty (Robbins & Judge, 2017). Empirical evidence shows that organizational climate directly and indirectly affects performance outcomes in schools. Edison et al. (2021) found that a positive climate enhances teachers' instructional effectiveness by promoting collaboration, knowledge sharing, and innovative practices. Schneider et al. (2017) argue that climate can serve as a mediator between leadership practices and employee performance, indicating that leaders who foster a healthy organizational climate are more likely to achieve sustainable performance improvements. Therefore, cultivating a supportive and well-structured climate is essential for enhancing teachers' professional behavior, fostering organizational commitment, and ultimately achieving higher educational quality.

Motivation

Motivation refers to the internal and external forces that stimulate, direct, and sustain individual behavior toward the achievement of specific goals. In organizational settings, motivation plays a crucial role in determining the intensity, direction, and persistence of employees' efforts in performing their tasks. Motivation influences not only what individuals choose to do, but also how long they are willing to maintain effort and how much energy they invest in achieving organizational objectives (Robbins & Judge, 2017). Motivation can generally be classified into **intrinsic** and **extrinsic** motivation. Intrinsic motivation originates from within the individual and is driven by personal interest, enjoyment, and a sense of fulfillment derived from the work itself. Employees who are intrinsically motivated tend to demonstrate greater creativity, initiative, and commitment, as their behavior is guided by internal satisfaction rather than external rewards (Luthans, 2017). In contrast, extrinsic motivation arises from external factors such as compensation, promotion opportunities, recognition, job security, and favorable working conditions. Both forms of motivation are important and often complement each other in shaping employee performance.

Several motivational theories provide a foundation for understanding work behavior in organizations. McClelland's theory of needs emphasizes the role of achievement, affiliation, and power in motivating individuals, suggesting that employees with high achievement motivation tend to set challenging goals and strive for superior performance (McClelland & Burnham, 2017). Similarly, expectancy theory explains motivation as a function of individuals' expectations that effort will lead to performance and that performance will result in valued outcomes. When employees perceive a clear connection between effort, performance, and rewards, their motivation is likely to increase (Vroom, 1964). In educational organizations, motivation is a key determinant of teachers' professional behavior and instructional effectiveness. Motivated teachers are more likely to demonstrate high levels of commitment, discipline, and enthusiasm in carrying out teaching responsibilities. They tend to invest greater effort in lesson preparation, adopt innovative teaching strategies, and actively engage students in the learning process. Conversely, low motivation among teachers may lead to reduced effort, absenteeism, and diminished instructional quality, which can negatively affect student learning outcomes (Thoha, 2019).

Empirical studies consistently indicate that motivation has a significant positive influence on job performance, including teachers' performance. High levels of work motivation encourage teachers to perform beyond minimum standards, adapt to organizational changes, and pursue continuous professional development. Therefore, motivation can be regarded as a strategic factor that mediates the relationship between leadership, organizational conditions, and performance outcomes in educational institutions (Hasibuan, 2018). Based on this perspective, enhancing teacher motivation is essential for improving educational quality and organizational effectiveness. School leaders must create supportive environments, provide fair rewards, and recognize teachers' contributions to sustain motivation and promote optimal performance.

Organizational Culture

Organizational culture refers to a system of shared values, beliefs, norms, and underlying assumptions that are developed over time and shared by members of an organization. These shared meanings function as a cognitive framework that shapes how individuals perceive, think, and behave within organizational settings (Schein, 2017). Organizational culture serves as an informal control mechanism that guides employees' actions beyond formal rules and procedures, thereby influencing consistency, stability, and behavioral alignment with organizational goals. Schein (2017) conceptualizes organizational culture at three interrelated levels: artifacts, espoused values, and basic underlying assumptions. Artifacts represent visible organizational elements such as symbols, rituals, and behavioral patterns; espoused values reflect stated principles and strategies; while basic assumptions represent deeply embedded beliefs that unconsciously guide behavior. The stronger and more consistent these cultural levels are, the more effectively organizational culture influences employee attitudes and performance.

A strong organizational culture fosters a sense of identity, belonging, and commitment among organizational members. Employees who internalize organizational values tend to exhibit higher levels of discipline, responsibility, and loyalty, which contribute positively to individual and organizational performance (Schneider et al., 2017). Moreover, organizational culture plays a critical role in shaping collaboration, communication patterns, and decision-making processes, thereby enhancing overall organizational effectiveness. In educational institutions, organizational culture is particularly important because it influences professional norms, collegial relationships, and teaching practices. A positive school culture encourages collaboration among teachers, promotes continuous professional development, and supports the implementation of innovative instructional practices. Conversely, a weak or negative organizational culture may lead to resistance to change, low commitment, and suboptimal performance (Sutrisno, 2019).

Empirical studies consistently demonstrate that organizational culture has a significant impact on employee performance. Research indicates that organizations with strong, positive, and well-internalized cultures tend to achieve higher performance outcomes due to shared commitment, clear behavioral expectations, and supportive work environments (Arman et al., 2022). Therefore, organizational culture can be viewed as a strategic organizational resource that directly and indirectly influences performance through its interaction with leadership, organizational climate, and employee motivation. In the context of schools, a constructive organizational culture not only supports teacher professionalism but also enhances instructional quality and student learning outcomes. As such, organizational culture is a key variable in understanding and improving teacher performance within educational organizations.

Teachers' Performance

Performance refers to the level of achievement attained by individuals in carrying out their duties and responsibilities in accordance with predetermined standards and organizational objectives. In the educational context, teachers' performance represents the extent to which teachers effectively fulfill their professional roles as educators, instructors, facilitators, and evaluators of learning. Teacher performance is commonly reflected in their ability to plan instructional activities, implement appropriate teaching strategies, manage classrooms, and assess student learning outcomes in a systematic and continuous manner (Mangkunegara, 2020). Teachers' performance is a critical determinant of educational quality, as it directly influences both the learning process and student achievement. High-performing teachers demonstrate strong pedagogical competence, mastery of subject matter, effective classroom management, and the ability to create engaging learning environments. Conversely, low teacher performance may result in ineffective instruction, reduced student motivation, and suboptimal learning outcomes. Therefore, improving teachers' performance is a fundamental objective in efforts to enhance school effectiveness and educational quality (Badriyah, 2019).

From a human resource management perspective, performance is not solely determined by individual abilities but is shaped by a combination of personal and organizational factors. Teachers' performance

is influenced by internal factors such as motivation, commitment, competence, and work discipline, as well as external factors including leadership practices, organizational climate, organizational culture, and availability of institutional support (Hasibuan, 2018). These factors interact dynamically to shape teachers' professional behavior, attitudes, and work outcomes. Several scholars emphasize that performance should be viewed as both a behavioral and outcome-based construct. Behaviorally, teacher performance includes observable teaching practices, such as lesson preparation, instructional delivery, and student engagement. In terms of outcomes, performance is reflected in student learning achievements, instructional effectiveness, and the attainment of educational objectives (Gibson et al., 2017). This dual perspective underscores the importance of evaluating teacher performance holistically rather than focusing solely on output indicators.

In educational organizations, effective leadership and supportive organizational conditions play a crucial role in enhancing teacher performance. Leaders who provide clear direction, constructive feedback, and professional support can foster a positive work environment that encourages teachers to perform optimally. Likewise, a conducive organizational climate and a strong organizational culture reinforce shared values, collaboration, and accountability, which contribute positively to teacher performance (Robbins & Judge, 2017). Based on the above discussion, teachers' performance can be understood as a multidimensional construct influenced by individual, managerial, and organizational factors. Therefore, examining the determinants of teachers' performance is essential for developing effective strategies to improve instructional quality and achieve sustainable educational improvement.

CONCEPTUAL FRAMEWORK

Based on the reviewed literature, leadership style, organizational climate, motivation, and organizational culture are conceptualized as independent variables that influence teachers' performance. Effective leadership is expected to shape a positive organizational climate, enhance motivation, and strengthen organizational culture, which collectively contribute to improved teachers' performance.

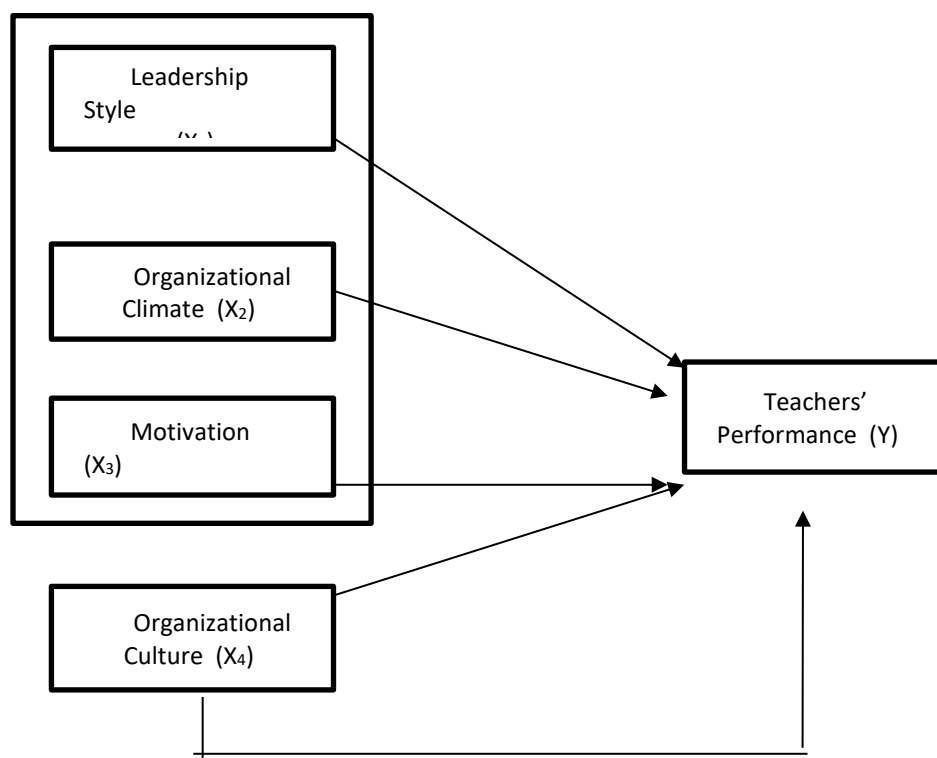


Figure 1 Conceptual Framework of the Study

Research Hypotheses

Based on the conceptual framework presented above, the research hypotheses are formulated as follows:

H1: Leadership style has an effect on teachers' performance at SMA Negeri 1 Basa Ampek Balai.

H2: Organizational climate has an effect on teachers' performance at SMA Negeri 1 Basa Ampek Balai.

H3: Work motivation has an effect on teachers' performance at SMA Negeri 1 Basa Ampek Balai.

H4: Organizational culture has an effect on teachers' performance at SMA Negeri 1 Basa Ampek Balai.

H5: Leadership style, organizational climate, work motivation, and organizational culture jointly influence teachers' performance at SMA Negeri 1 Basa Ampek Balai.

Research Methodology

Research methodology refers to a systematic and scientific approach used to obtain data for specific objectives and purposes. A scientific method is characterized by rational, empirical, and systematic procedures. Rationality implies that the research process is logically sound and acceptable to human reasoning, while empirical procedures indicate that the data and methods can be observed and verified through human senses. Systematic procedures ensure that the research is conducted in an orderly and structured manner to achieve valid and reliable results (Sugiyono, 2021b). Population and sample play a crucial role in determining the accuracy and relevance of research findings. The population represents the entire group of objects or subjects that share similar characteristics and serve as the source of research data (Hamid, 2021). In this study, the population consists of all teachers at SMA Negeri 1 Basa Ampek Balai, totaling 50 individuals. The sampling technique employed is total sampling, in which all members of the population are included as research respondents. Total sampling is appropriate when the population size is relatively small, particularly fewer than 100 individuals, as it allows researchers to obtain comprehensive data without sampling bias (Sugiyono, 2021a). Therefore, the entire population of teachers was selected as the research sample.

Data Analysis Technique

The data collected in this study were analyzed using multiple linear regression analysis with the assistance of IBM SPSS version 26.0. Multiple linear regression analysis is used to examine the causal relationship between one dependent variable and two or more independent variables. This analytical technique enables researchers to assess the extent to which leadership style, organizational climate, motivation, and organizational culture influence teachers' performance simultaneously. The multiple linear regression model applied in this study is expressed as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon,$$

where:

Y = Teachers' performance

a = Constant (intercept)

X₁ = Leadership style

X₂ = Organizational climate

X₃ = Motivation

X₄ = Organizational culture

b₁, b₂, b₃, b₄ = Regression coefficients

e = Error term

This regression model is used to test the proposed hypotheses and determine both the partial and simultaneous effects of the independent variables on teachers' performance.

RESULT

This analysis was conducted to determine the magnitude and direction of the influence of the independent variables leadership style, organizational climate, motivation, and organizational culture on the dependent variable, namely teachers' performance. The strength of the relationship between the independent and dependent variables was estimated using a multiple linear regression equation. Data processing and statistical analysis were performed using IBM SPSS for Windows version 26.0.

Table 1 Results of Multiple Linear Regression Analysis

No	Variable	B	t	Sig.
	(Constant)	34.533	5.357	.000
1	Leadership Style (X ₁)	.195	2.256	.029
2	Organizational Climate (X ₂)	.361	3.760	.000
3	Motivation (X ₃)	.202	3.607	.000
4	Organizational Culture (X ₄)	.507	3.250	.009

Sumber: Data Primer, Diolah dengan IBM SPSS 26.0 2025.

Table 1 presents a summary of the regression coefficients, t-values, significance levels, F-statistic, and coefficient of determination (R²). The results indicate that all independent variables have a positive and statistically significant effect on teachers' performance. Based on the regression output, the multiple linear regression equation can be formulated as follows:

$$Y = 34.533 + 0.195X_1 + 0.361X_2 + 0.202X_3 + 0.507X_4$$

where Y represents teachers' performance, X₁ denotes leadership style, X₂ refers to organizational climate, X₃ represents motivation, and X₄ indicates organizational culture. The interpretation of the regression model is explained as follows.

First, the constant value of 34.533 indicates that when leadership style, organizational climate, motivation, and organizational culture are assumed to be zero, teachers' performance remains at a baseline level of 34.533. This finding suggests the existence of an inherent level of performance independent of the examined predictors.

Second, the regression coefficient for leadership style (b₁ = 0.195) is positive, indicating that a one-unit increase in leadership style leads to an increase of 0.195 units in teachers' performance. The significance value of 0.029 (p < 0.05) confirms that leadership style has a statistically significant effect on performance. This result implies that effective leadership practices play an important role in enhancing teachers' work outcomes.

Third, the organizational climate variable shows a positive regression coefficient of 0.361. This means that an improvement of one unit in organizational climate increases teachers' performance by 0.361 units. With a significance value of 0.000 (p < 0.05), organizational climate has a strong and significant influence, indicating that a supportive and conducive work environment substantially contributes to better teacher performance.

Fourth, motivation has a regression coefficient of 0.202, suggesting that a one-unit increase in motivation results in a 0.202-unit increase in performance. The significance level of 0.000 (p < 0.05) demonstrates that motivation significantly affects teachers' performance, emphasizing the importance of intrinsic and extrinsic motivational factors in driving professional effectiveness.

Finally, organizational culture exhibits the largest regression coefficient (b₄ = 0.507), indicating that a one-unit improvement in organizational culture increases teachers' performance by 0.507 units. The significance value of 0.009 (p < 0.05) confirms that organizational culture has a significant and dominant influence compared to the other independent variables. This finding highlights that shared

values, norms, and beliefs within the school organization are the most influential factors in improving teachers' performance.

Overall, the results demonstrate that leadership style, organizational climate, motivation, and organizational culture jointly and individually have a significant positive impact on teachers' performance at SMA Negeri 1 Basa Ampek Balai.

Statistical Testing

- Hypothesis Testing 1

The results of the partial regression analysis indicate that leadership style (X_1) has a positive and statistically significant effect on teachers' performance (Y). This conclusion is supported by the t-test results, which show a calculated t-value of 2.256 with a significance level of 0.029. Since this value is lower than the predetermined alpha level of 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. These findings confirm that leadership style is a significant determinant of teachers' performance. The regression coefficient for leadership style is 0.195, indicating that a one-unit increase in leadership style is associated with a 0.195-unit improvement in teachers' performance, assuming other variables remain constant. This positive coefficient suggests that improvements in leadership practices contribute meaningfully to enhanced teacher effectiveness. From an educational management perspective, this result implies that principals who demonstrate effective leadership such as setting clear goals, providing constructive feedback, encouraging participation, and supporting professional development are more likely to foster higher levels of teacher performance. Leadership that emphasizes guidance, empowerment, and accountability can strengthen teachers' commitment to their roles, improve instructional quality, and ultimately support the achievement of educational objectives. Therefore, leadership style plays a crucial role in shaping productive work behavior and performance among teachers.

- Hypothesis Testing 2

The results of the partial hypothesis testing indicate that organizational climate (X_2) exerts a positive and statistically significant influence on teachers' performance (Y). This conclusion is supported by the t-test analysis, which produced a calculated t-value of 3.760 and a significance level of 0.000. Because the probability value is lower than the predetermined alpha level of 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_2) is accepted. These findings confirm that organizational climate is a critical determinant of teacher performance. Moreover, the regression coefficient value of 0.361 suggests that an increase of one unit in organizational climate is associated with a 0.361-unit improvement in teachers' performance. This positive relationship indicates that a supportive and well-managed organizational environment significantly contributes to improved work outcomes among teachers. A favorable organizational climate marked by mutual trust, effective communication, teamwork, and administrative support creates conditions that encourage teachers to perform their professional duties more effectively. In the context of educational institutions, a positive organizational climate not only enhances teachers' sense of comfort and security at work but also fosters professional collaboration and commitment. When teachers perceive the school environment as fair, transparent, and supportive, they are more likely to demonstrate higher levels of engagement, responsibility, and consistency in achieving educational goals. Consequently, strengthening the organizational climate can be regarded as a strategic approach to improving overall teacher performance and sustaining institutional effectiveness.

- Hypothesis Testing 3

The results of the partial hypothesis testing demonstrate that motivation (X_3) has a positive and statistically significant effect on teachers' performance (Y). This conclusion is supported by the t-test results, which show a calculated t-value of 3.607 with a significance level of 0.000. Since the probability value is lower than the established significance threshold of 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_3) is accepted. These findings indicate that motivation

plays an essential role in enhancing teachers' performance. Furthermore, the regression coefficient of 0.202 indicates that a one-unit increase in motivation is associated with a 0.202-unit improvement in teachers' performance. This positive coefficient suggests that motivated teachers tend to demonstrate higher levels of effectiveness in fulfilling their instructional, administrative, and professional responsibilities. Motivation acts as a driving force that encourages teachers to invest greater effort, maintain consistency, and strive for continuous improvement in their work. Both intrinsic and extrinsic forms of motivation contribute significantly to this relationship. Intrinsic motivation, such as personal commitment, professional pride, and a sense of responsibility toward students, encourages teachers to perform their duties with dedication and enthusiasm. Meanwhile, extrinsic motivation—including rewards, adequate facilities, recognition, and institutional support reinforces positive behavior and strengthens teachers' willingness to achieve organizational goals. Therefore, increasing teacher motivation is not only beneficial for individual performance but also vital for improving the overall quality of educational outcomes.

- Hypothesis Testing 4

The findings of the partial regression analysis indicate that organizational culture (X_4) has a positive and statistically significant influence on teachers' performance (Y). This conclusion is supported by the t-test results, which reveal a t-value of 3.250 and a significance level of 0.009. Since this value is below the accepted significance threshold of 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_4) is accepted. These results confirm that organizational culture plays a crucial role in shaping and enhancing teachers' performance. The regression coefficient for organizational culture is 0.507, which is the highest among all independent variables examined in this study. This finding indicates that a one-unit improvement in organizational culture leads to a 0.507-unit increase in teachers' performance, highlighting organizational culture as the most dominant factor influencing performance outcomes. A strong organizational culture provides clear norms, shared values, and behavioral expectations that guide teachers in carrying out their professional responsibilities effectively.

Moreover, an organizational culture characterized by integrity, collaboration, mutual respect, and commitment fosters a sense of belonging and collective responsibility among teachers. Such an environment encourages consistent work behavior, strengthens professional discipline, and enhances cooperation in achieving educational objectives. Conversely, a weak or fragmented organizational culture may create uncertainty and reduce work engagement, ultimately diminishing performance levels.

Therefore, strengthening organizational culture is essential for improving teachers' performance in a sustainable manner. Schools that actively internalize shared values, promote positive role modeling by leadership, and reinforce cultural norms through recognition and support are more likely to develop a productive and high-performing teaching workforce.

- Hypothesis Testing 5 (Simultaneous Test (F-test)

The simultaneous influence of leadership style, organizational climate, motivation, and organizational culture on teachers' performance was examined using the F-test. The results indicate an F-statistic value of 6.786 with a significance level of 0.000, which is well below the established threshold of 0.05. Based on these findings, the null hypothesis (H_0) is rejected, and the alternative hypothesis is accepted. This confirms that the independent variables collectively exert a statistically significant effect on teachers' performance. These results demonstrate that teachers' performance is not shaped by a single factor in isolation but rather by the combined interaction of leadership practices, organizational conditions, motivational drivers, and shared cultural values within the school environment. Effective leadership provides direction and support, a positive organizational climate fosters comfort and collaboration, motivation encourages individual effort and persistence, and a strong organizational culture reinforces consistent work behavior. When these elements function together, they create a comprehensive framework that enhances teachers' ability to perform their professional duties effectively. Furthermore, the significance of the F-test indicates that the regression model used in this study is statistically valid and appropriate for explaining variations in teachers'

performance. The joint contribution of all independent variables strengthens the explanatory power of the model and underscores the importance of adopting an integrative management approach in educational institutions. Therefore, improving teachers' performance requires coordinated efforts that simultaneously address leadership quality, organizational climate, motivational strategies, and cultural development within the school setting.

Coefficient of Determination (R^2)

The coefficient of determination analysis shows an R Square (R^2) value of 0.717, indicating that leadership style, organizational climate, motivation, and organizational culture collectively explain 71.7% of the variance in teachers' performance. This finding suggests that a substantial proportion of performance differences among teachers can be attributed to variations in these four organizational and behavioral factors included in the regression model. The remaining 28.3% of the variance in teachers' performance is influenced by other factors that were not incorporated in this study. These may include individual teacher characteristics such as pedagogical competence, professional experience, and personal adaptability, as well as contextual factors such as technological infrastructure, workload distribution, policy changes, and external environmental conditions. The presence of unexplained variance highlights the complexity of teacher performance and indicates opportunities for future research to integrate additional variables. Moreover, the relatively high R^2 value demonstrates that the regression model possesses strong explanatory capacity and adequate predictive strength. This suggests that the model is robust and appropriate for analyzing the relationships between leadership style, organizational climate, motivation, organizational culture, and teachers' performance. Consequently, the findings reinforce the importance of adopting a comprehensive and integrated organizational approach in efforts to enhance teacher performance within educational institutions.

Table 2 R-Square Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.642	2.16163

Source: Primary data, processed using IBM SPSS 26.0, 2025.

Discussion

The Effect of Leadership Style on Teachers' Performance at SMA Negeri 1 Basa Ampek Balai

The results of this study indicate that **leadership style has a positive and significant effect** on teachers' performance at SMA Negeri 1 Basa Ampek Balai, as evidenced by a regression coefficient of **0.195** and a significance value of **0.029 ($p < 0.05$)**. This finding implies that improvements in the leadership style of the school principal are associated with higher levels of teacher performance. Leadership, therefore, plays a crucial role not only in directing teachers but also in building trust, providing motivation, and creating a supportive working environment. This finding is consistent with previous studies, such as Maryati et al. (2022), who reported that leadership style and organizational culture jointly have a positive and significant influence on teachers' performance. Similarly, Andari (2024) found that leadership style significantly contributes to improving teacher performance, while Muhtar (2024) emphasized that the combined influence of leadership style and work motivation enhances teachers' performance outcomes. These findings collectively suggest that effective leadership becomes more impactful when supported by motivational factors. However, some studies emphasize different pathways. For instance, Affan (2024) found that participative leadership primarily influences teachers' job satisfaction rather than performance directly. Likewise, Yulianto (2024) highlighted leadership effects mediated through job satisfaction, which subsequently affects

performance. These variations indicate that leadership may influence performance both directly and indirectly through mediating variables.

Overall, this study reinforces existing literature by confirming that leadership style is a key determinant of teacher performance. Principals who adopt participative, supportive, and visionary leadership approaches are more likely to encourage teachers to work more productively, innovatively, and responsibly. Therefore, strengthening leadership capacity through professional development, effective academic supervision, and collaborative work culture is essential for enhancing teacher performance at SMA Negeri 1 Basa Ampek Balai.

The Effect of Organizational Climate on Teachers' Performance at SMA Negeri 1 Basa Ampek Balai

The findings reveal that **organizational climate has a positive and significant effect** on teachers' performance, with a regression coefficient of **0.361** and a significance value of **0.000 ($p < 0.05$)**. This indicates that a more conducive organizational climate—characterized by harmonious working relationships, open communication, principal support, and healthy collegial interactions—leads to improved teacher performance. This result aligns with Saleh (2023), who found that organizational climate and motivation significantly affect teacher performance. Similarly, Affan (2024) demonstrated that a positive school climate enhances job satisfaction, which subsequently improves performance. Yulianto (2024) also reported that organizational climate influences teacher performance both directly and indirectly through job satisfaction as a mediating variable. The distinction between this study and prior research lies in the dependent variable focus. While some previous studies emphasized job satisfaction as a mediating outcome, this study directly examines teachers' performance as the primary outcome variable. Nonetheless, the findings consistently confirm that organizational climate plays a critical role in shaping performance outcomes. A positive organizational climate not only boosts teachers' morale but also fosters teamwork, strengthens responsibility, and supports adaptability to institutional changes. Conversely, a negative climate—marked by poor communication and limited leadership support—can reduce motivation and trigger internal conflicts, ultimately diminishing teacher performance. Therefore, maintaining a healthy organizational climate through open communication, recognition of achievements, and reinforcement of shared values is essential for sustaining high levels of teacher performance.

The Effect of Motivation on Teachers' Performance at SMA Negeri 1 Basa Ampek Balai

The results demonstrate that **work motivation has a positive and significant effect** on teachers' performance, as shown by a regression coefficient of **0.202** and a significance value of **0.000 ($p < 0.05$)**. This finding suggests that higher levels of motivation both intrinsic (e.g., personal satisfaction, achievement orientation, and professional responsibility) and extrinsic (e.g., leadership support, rewards, and work facilities) are associated with improved teacher performance. This finding supports Muhtar (2024), who reported that motivation and leadership style jointly enhance teacher performance. Ihyamukti (2024) also found that motivation, compensation, and work environment significantly influence teacher performance, while Zailani (2024) highlighted motivation and discipline as key predictors, with leadership acting as a moderating variable. The difference between this study and earlier research lies in the scope of variables examined.

While previous studies incorporated factors such as compensation and discipline, this study emphasizes motivation alongside leadership style, organizational climate, and organizational culture. Despite these differences, the direction of findings remains consistent: motivation is a fundamental driver of teacher performance. Highly motivated teachers tend to demonstrate greater perseverance, creativity, and commitment in instructional and administrative tasks. In contrast, low motivation may lead to apathy, reduced discipline, and declining instructional quality. Therefore, motivation serves as a central mechanism that enables teachers to perform optimally. Schools should implement strategies such as recognition systems, career development opportunities, and supportive work environments to sustain teachers' motivation and long-term performance.

The Effect of Organizational Culture on Teachers' Performance at SMA Negeri 1 Basa Ampek Balai

The results indicate that **organizational culture has a positive and significant effect** on teachers' performance, with a regression coefficient of **0.507** and a significance value of **0.009 ($p < 0.05$)**. Notably, this coefficient is the largest among all independent variables, suggesting that organizational culture is the most dominant factor influencing teacher performance. This finding is consistent with Maryati et al. (2022), who demonstrated that organizational culture and leadership style significantly affect teacher performance. Similarly, Amissah (2025) found that organizational culture, leadership, and reward systems jointly influence teacher performance, while Hanafi (2020) reported that transformational leadership and organizational culture were the most influential factors affecting employee performance.

The primary distinction of this study lies in its research context. While previous studies examined broader educational settings or incorporated additional variables, this research specifically focuses on SMA Negeri 1 Basa Ampek Balai and integrates leadership style, organizational climate, motivation, and organizational culture. Despite contextual differences, the results consistently highlight organizational culture as a foundational element in enhancing teacher performance. A strong organizational culture fosters shared identity, consistent work practices, and a sense of belonging among teachers. These conditions encourage discipline, collaboration, and commitment to educational quality. Conversely, weak organizational culture may result in low morale, internal conflict, and reduced performance. Therefore, strengthening organizational culture through value internalization, leadership role modeling, recognition of achievements, and professional collaboration should be a strategic priority.

The Simultaneous Effect of Leadership Style, Organizational Climate, Motivation, and Organizational Culture on Teachers' Performance

The ANOVA results indicate a significance value of **0.000 ($p < 0.05$)**, confirming that leadership style, organizational climate, motivation, and organizational culture **simultaneously have a positive and significant effect** on teachers' performance. This finding supports the hypothesis that teacher performance is influenced by the combined interaction of multiple organizational and individual factors rather than a single determinant. This conclusion is further supported by the **R Square value of 0.717**, indicating that 71.7% of the variance in teachers' performance is explained by the four independent variables, while the remaining 28.3% is attributable to other factors such as pedagogical competence, technological support, and workload. These findings are consistent with Hanafi (2020), Amissah (2025), and Maryati et al. (2022), all of whom reported significant simultaneous effects of leadership, organizational culture, and related variables on performance outcomes. The contribution of this study lies in its more comprehensive model, as it simultaneously examines four key determinants of teacher performance. The implications suggest that efforts to improve teacher performance at SMA Negeri 1 Basa Ampek Balai should be implemented in an integrated manner. School leaders must adopt participative leadership styles, foster a supportive organizational climate, enhance teachers' motivation, and strengthen organizational culture. The synergy of these factors will create a healthy work environment, promote teacher professionalism, and ultimately improve educational quality in a sustainable manner.

CONCLUSIONS AND RECOMMENDATION

Conclusions

Based on the results of data analysis and discussion regarding the effects of leadership style, organizational climate, motivation, and organizational culture on teachers' performance at SMA Negeri 1 Basa Ampek Balai, several conclusions can be drawn. First, leadership style has a positive and significant effect on teachers' performance. This indicates that the more effective the leadership style implemented by the school principal, the higher the level of teacher performance. Effective leadership encourages teachers to demonstrate greater discipline, creativity, and responsibility in

carrying out their professional duties. Second, organizational climate has a positive and significant influence on teachers' performance. A harmonious, supportive, and transparent work environment enhances teachers' comfort at work, which in turn motivates them to perform their tasks more optimally. Third, motivation has a positive and significant effect on teachers' performance. Teachers with strong intrinsic and extrinsic motivation tend to show higher enthusiasm in teaching, guiding students, and actively participating in school development programs. Fourth, organizational culture significantly and positively affects teachers' performance. Shared values, norms, and habitual practices within the school organization shape teachers' professional attitudes, consistency, and loyalty to the institution. Finally, leadership style, organizational climate, motivation, and organizational culture simultaneously have a significant effect on teachers' performance, as indicated by an ANOVA significance value of 0.000 and an R Square value of 0.717. This means that 71.7% of the variation in teachers' performance can be explained collectively by these four variables, while the remaining 28.3% is influenced by other factors not examined in this study.

Remmendation

Based on the conclusions of this study, several recommendations are proposed: **For School Principals**, it is recommended to continuously develop effective, participative, and supportive leadership styles through leadership training and academic supervision to enhance teachers' performance. **For Schools**, efforts should be made to maintain a positive organizational climate by fostering open communication, strengthening teamwork, and providing recognition for teachers' achievements. **For Teachers**, schools should implement strategies to sustain and enhance motivation, such as providing professional development opportunities, fair reward systems, and supportive working conditions. **For Educational Policymakers**, the findings of this study may serve as a reference in formulating policies aimed at strengthening leadership capacity, organizational culture, and work motivation in schools. **For Future Researchers**, it is recommended to explore additional variables such as pedagogical competence, workload, technological support, or job satisfaction and to expand the research scope to different educational levels or regions in order to obtain more comprehensive results.

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